





Peabody Education Fund.

PROCEEDINGS OF THE TRUSTEES

AT THEIR

THIRTY-SECOND MEETING,

NEW YORK,

6 OCTOBER, 1893.



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WITH THE
ANNUAL REPORT OF THE GENERAL AGENT,
HON. J. L. M. CURRY.

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TRUSTEES

OF THE

PEABODY EDUCATION FUND.

THE BOARD AS ORIGINALLY APPOINTED
BY MR. PEABODY.

- * Hon. ROBERT C. WINTHROP *Massachusetts.*
 - * Hon. HAMILTON FISH *New York.*
 - * Right Rev. CHARLES P. MCILVAINE *Ohio.*
 - * General U. S. GRANT *United States Army.*
 - * Admiral D. G. FARRAGUT *United States Navy.*
 - * Hon. WILLIAM C. RIVES *Virginia.*
 - * Hon. JOHN H. CLIFFORD *Massachusetts.*
 - * Hon. WILLIAM AIKEN *South Carolina.*
 - Hon. WILLIAM M. EVARTS *New York.*
 - * Hon. WILLIAM A. GRAHAM *North Carolina.*
 - * CHARLES MACALESTER, ESQ. *Pennsylvania.*
 - * GEORGE W. RIGGS, ESQ. *Washington.*
 - * SAMUEL WETMORE, ESQ. *New York.*
 - * EDWARD A. BRADFORD, ESQ. (resigned) *Louisiana.*
 - * GEORGE N. EATON, ESQ. *Maryland.*
 - GEORGE PEABODY RUSSELL, ESQ. (resigned) *Massachusetts.*
-

TRUSTEES OF THE PEABODY EDUCATION FUND

(Continued).

The vacancies created by death or resignation have been filled by the election of:—

*Hon. SAMUEL WATSON	<i>Tennessee.</i>
*Hon. A. H. H. STUART (resigned) . . .	<i>Virginia.</i>
*General RICHARD TAYLOR	<i>Louisiana.</i>
*Surgeon-General JOSEPH K. BARNES, U.S.A.	<i>Washington.</i>
*Chief-Justice MORRISON R. WAITE . . .	<i>Washington.</i>
Right Rev. H. B. WHIPPLE	<i>Minnesota.</i>
Hon. HENRY R. JACKSON (resigned) . . .	<i>Georgia.</i>
Colonel THEODORE LYMAN (resigned) . .	<i>Massachusetts.</i>
*Ex-President RUTHERFORD B. HAYES . .	<i>Ohio.</i>
*Hon. THOMAS C. MANNING	<i>Louisiana.</i>
*ANTHONY J. DREXEL, Esq.	<i>Pennsylvania.</i>
Hon. SAMUEL A. GREEN	<i>Massachusetts.</i>
Hon. JAMES D. PORTER	<i>Tennessee.</i>
J. PIERPONT MORGAN, Esq.	<i>New York.</i>
President GROVER CLEVELAND	<i>Washington.</i>
Hon. WILLIAM A. COURTENAY	<i>South Carolina.</i>
*Hon. CHARLES DEVENS	<i>Massachusetts.</i>
*Hon. RANDALL L. GIBSON	<i>Louisiana.</i>
Chief-Justice MELVILLE W. FULLER . .	<i>Washington.</i>
Hon. WILLIAM WIRT HENRY	<i>Virginia.</i>
Hon. HENDERSON M. SOMERVILLE	<i>Alabama.</i>
Hon. WILLIAM C. ENDICOTT	<i>Massachusetts.</i>
JOSEPH H. CHOATE, LL.D.	<i>New York.</i>
X GEORGE W. CHILDS, Esq.	<i>Pennsylvania.</i>
Hon. CHARLES E. FENNER	<i>Louisiana.</i>
DANIEL C. GILMAN, LL.D.	<i>Maryland.</i>

Hon. J. L. M. CURRY, *Honorary Member and General Agent, 1736 M Street, Washington, D. C.*

(To whom communications are to be addressed.)



PROCEEDINGS

OF

THE TRUSTEES OF THE PEABODY EDUCATION FUND.

THIRTY-SECOND MEETING OF THE TRUSTEES.

NEW YORK, October 6, 1893.

THE Trustees met at the Fifth Avenue Hotel this day, October 6, at 12 o'clock, noon.

There were present: Mr. WINTHROP, the Chairman, and Messrs. EVARTS, WHIPPLE, GREEN, MORGAN, COURTENAY, FULLER, HENRY, SOMERVILLE, and ENDICOTT; and Dr. CURRY, the General Agent.

The records of the last meeting were read and accepted, when a prayer was offered by Bishop WHIPPLE.

Mr. WINTHROP addressed the Board as follows:

GENTLEMEN OF THE PEABODY BOARD OF TRUSTEES:

Glad as I am to be with you once more, I feel almost as if I owed an apology for coming, and for presuming, with so many infirmities, to take my seat at the head of this table, and to preside again over your deliberations. Nothing, indeed, would have tempted me to make the effort, had I not been warned, from various quarters, of the danger of there not being a quorum present for the important business which awaits us.

We meet under impressive circumstances, whether we look at what has occurred, and is occurring, in the world at large or in our own beloved country. No year of the more than a quarter of a century since this Trust was created has witnessed events more momentous than the year which has elapsed since our last meeting. The violent struggle for what is called "Home Rule" in old England; the great contention about silver and gold in our own land; the Panama scandal in France; the terrible naval catastrophe off Tripoli in the Mediterranean; the not less terrible catastrophe at Ford's Theatre in Washington; the protracted and happily successful arbitration of the Behring Straits Seal Fisheries; the extra session of Congress to provide relief for the financial and social troubles which have pervaded our country; and above all the wonderful World's Fair at Chicago, exhibiting the marvellous advance of the United States in art, science, and industry of all sorts, and especially in architecture; — these and many other things, — crimes, casualties, and catastrophes, — have concurred to render this Columbian Year in the highest degree exceptional and memorable, — almost an *Annus Mirabilis*, such as was sung of by Dryden more than two hundred years ago, — and to call off the public mind from its ordinary objects of attention.

But we need not look beyond our own little circle for occurrences which cannot fail to have impressed us deeply. Since you last met and parted, on the 12th of October, 1892, — the opening day of the Columbian Year, — no less than four of our most esteemed and valued members have been taken from us by death. No one of them had failed to manifest a deep and active interest in our work. Only one of them was of exceptionally advanced age like myself. From each of the other three alike we might confidently have counted on continued and valuable services to the very close of our Trust.

The Honorable Randall L. Gibson, of Louisiana, was

called first. He died at the Hot Springs in Arkansas on the 15th of December last, — only two months after he had attended our meeting and had taken a prominent part in its proceedings. He was elected in October, 1888, as the successor of the late Judge Thomas C. Manning, and had thus been a member of our Board for four years. A graduate of Yale University and one of its recent anniversary orators, a Representative in Congress and afterwards a Senator of the United States until his death, an accomplished and genial gentleman, he had every claim to the regard and affection of those associated with him in public or in private life. He was particularly instrumental in the original institution and organization of the Tulane University in New Orleans. I recall an interesting correspondence which I had with him when we happened to be together in Paris, in 1882, and when he had been called by Mr. Tulane into his confidential counsels in regard to his then contemplated endowment. That endowment was undoubtedly one of the many rich results of Mr. Peabody's magnetic example, and Mr. Gibson called upon me for whatever information and advice I could give him from my experience in this Trust. I need not say that I gave them to him with all my heart; and that was the beginning of a friendship and an intimacy which I highly valued. I will not attempt to dwell longer on his character or services, as there are others of our Board who will desire to pay some tribute to his memory.

Hardly more than a month had elapsed after the death of Senator Gibson, when we were shocked by the announcement that Ex-President Hayes was no more. He died at his home in Fremont, Ohio, on the 17th of January last. Elected in October, 1877, to the vacancy created by the death of the Hon. Samuel Watson, of Tennessee, General Hayes had been associated with us for more than fifteen years, and had notably distinguished himself by his devotion to our work. That work, indeed, could hardly have sus-

tained a greater loss. In common with the Slater Trustees of whom he was the President, we had relied confidently on his services in the great cause of national education at least to the end of our own Trust. His general career and character have been abundantly and admirably delineated in the tributes which have been paid him by others. Nothing, certainly, could have been juster or happier than those of President Gilman of Johns Hopkins University, and of Dr. Curry of our own Board, both of whom were associated with him in the Slater Trust. "He was a man," said President Gilman, "of lofty ideals, of unflinching patriotism, and of unselfish devotion to the good of his fellow-men. To his lasting honor be it remembered that after retiring from the highest station in the land he devoted his strength and time, without thought of reward, to philanthropy and education." Dr. Curry, on the same occasion, most felicitously alluded to Ex-President Hayes as having "solved the problem," so often propounded by the press, of "what should be done with our Ex-Presidents" so as not "to lose to the country their gathered experience and wisdom." "He consecrated his sound judgment," said Dr. Curry, "his wide intelligence, his tenderness, his generosity, — all the powers of body, mind, and heart, — to the illiterate and the unfortunate, and literally went about, over the whole land, doing good. Identifying himself with national organizations of charities, he was an effective worker in behalf of Prison Reform and the bettering of the condition of the Indians. In all matters of education he was deeply interested. The education of the negro appealed strongly to his better nature and to his best activities." I eagerly adopt these tributes and make them a part of our own Report, as they are of the Slater Report, adding only an expression of the warm regard and affection with which General Hayes in these latter years had inspired me personally, and which I had the best reason for thinking were not unreciprocated.

But still other bereavements were in reserve for our little circle. On the 30th of June last we received the sad tidings that Mr. Anthony J. Drexel had died at Carlsbad in Germany, where he had gone for his health. Born in Philadelphia in 1826, and educated in her schools, he delighted to identify himself with his birthplace, and to do all in his power to promote her prosperity and welfare. At an early age he entered the banking house of his father in that city; and that was the scene of his labors, and I might almost say the object of his love, to the end of his life. Under the skilful and devoted management of his associates and himself, that banking house has long been one of the most important financial institutions of the world, and is as well known at this day in Paris and London as in Philadelphia and New York. He had co-operated with his friend Mr. Pierpont Morgan, and with Mr. Morgan's excellent father before him, in giving it a character and a success which left it with hardly a rival at his death. Meantime the wealth which he had accumulated personally was used by him with a liberality and a munificence which has commanded the admiration and gratitude of all around him. I need but name "The Institute of Art, Science, and Industry" which he founded and recently finished and furnished in his native city at a cost of nearly two millions of dollars. This will be the principal monument of his beneficence; but he was a philanthropist of the widest range, in heart and act, as well as a man of the most estimable and attractive personal character. The recital of his lesser endowments and daily charities, even if one half of them were known to anybody but himself, would far exceed the limits of a tribute like this. To our own Board, to which he was elected in 1881, twelve years ago, in place of Mr. Peabody's friend the late George W. Riggs, he had been specially useful in connection with our devoted Treasurer, and we had relied on him to aid in the care of our funds as long as we should hold them.

And now a fourth member of our Board has been taken from us while our Secretary was preparing his notifications for this meeting. The Honorable Hamilton Fish died at his summer residence, near West Point, on the 7th of September last, just a month ago. It was no untimely death, like the others of which I have spoken. Nothing was wanting of years, of service, or of honors, to make a longer term desirable to him or to the country. He had entered his eighty-sixth year. He had held offices of the greatest distinction and responsibility in State and Nation. He had been Governor of New York, Representative and Senator in Congress, and Secretary of State of the United States. More than any other man he had given character to the administration of General Grant during its whole term of eight years. No one can exaggerate the influences for good over that administration and over the social condition of Washington which were exercised by Secretary Fish and his admirable wife. He inherited a full measure of patriotic spirit, as well as of personal integrity, from his honored father, of whom I said in my Centennial Oration at Yorktown, in 1881, after speaking of Alexander Hamilton: "Nor must his friend and fellow officer of the light infantry battalion—Major Nicholas Fish—fail to be mentioned, who shared with him the perils of the storming party, who lived a pure, patriotic, and useful life, and who gave the name of Hamilton to a son, whose recent discharge of the duties of Secretary of State has added fresh distinction to the name." From that patriotic father, too, he inherited a membership of the celebrated Society of the Cincinnati, of which for many years, and until his death, he was proud to be recognized as the President-General, wearing the same diamond badge which Washington wore as its first President-General. He was one of our original Board, appointed a Trustee, and named as our first Vice-President, with Bishop McIlvaine as the second, by Mr. Peabody himself in 1867. Only two

of that original Board are left, — Mr. Evarts and myself, — who have been witnesses to his fidelity as Chairman of our Committee of Finance from our first organization until the infirmities of old age compelled him to withdraw from any further active service. Those infirmities were serious, and likely at any time within ten years past to culminate, as they have done at last, in sudden death. He repeatedly tendered a resignation of his relations to this Board, but the Board refused to accept it. I have here a letter from him, less than a year old, in reply to one which I had written to him on the subject of his proposed withdrawal, which gives an account of his health, and which is interesting in other respects. It is as follows, with an omission of only three or four lines which were indicated as personal and private: —

GLENCLYFFE, GARRISON'S P. O.,
PUTNAM COUNTY, N. Y., November 2, 1892.

MY DEAR MR. WINTHROP, — It is nearly a fortnight since I received your very kind letter, and there has been an almost continued struggle between the desire to acknowledge it and the energy and capacity to do so. Let me thank you for your very kind reference to me in your Annual Address; and I appreciate the tenderness and consideration of the Resolution adopted by the Trustees on the motion of Senator Gibson. But I feel that my age and my infirmities preclude the possibility of any further service on my part, and that you are entitled to a more efficient lieutenant.

Of the sixteen Trustees named by Mr. Peabody in 1867, all were considerably past the middle age of life. Grant, possibly, was the youngest; and he was forty-five years old. All had led busy lives of active employment, and of many responsibilities in their respective courses. I am not familiar with the statistics of Annuities, or of the duration of lives; but it strikes me as remarkable, that, at the expiration of twenty-five years, three of those sixteen remain. Long may *you* continue at their head! I am far from well. My principal ailment, which I am told is incurable, has not, it is true, — God be thanked! — made *much* progress during the past season; but it remains, liable to advance, and

is very distressing. I am not able to take much exercise, — an occasional short drive, and, very seldom, a very short walk. I have not been five miles distant from where I am now sitting since I came here in May last, and did not attend the General Convention, — which, at last, has concluded its discussions on Prayer Book, whereat we all must be thankful.

I am, my dear Mr. Winthrop,

Very sincerely your friend,

HAMILTON FISH.

The Hon. ROBERT C. WINTHROP, LL.D.,
BROOKLINE, MASS.

You will all desire, Gentlemen, to unite in a tribute to these four beloved associates whom we have lost, and I will suggest the appointment of Mr. Evarts, Bishop Whipple, Mr. Courtenay, and Mr. Henry, to prepare a formal minute for our Records. Meanwhile I may well congratulate you, in conclusion, that whatever may have happened, of prosperous or of adverse fortune, in the world at large or in the little circle of our own Board, this Columbian Year, which is within a few days of its close, has been a year of signal success for our work and for the great cause in which we are engaged. It has eminently fulfilled the promise which was made for it on its first day, when on almost all the countless schoolhouses in the land the Stars and Stripes were raised, displayed, and saluted by the teachers and scholars. I witnessed the delight of the children in my own neighborhood. Popular education is now everywhere more and more recognized as a national concern, and no subject is more deeply at the heart of the American people. Normal Schools, and the Institutes which take their place in the summer season, have been largely multiplied in the Southern States; and you will learn from Dr. Garry's Report that their work has been "unusually vigorous." There was no such thing known there when our Trust was founded. Indeed, it might almost be said that when Mr. Peabody committed his millions to our disposal, there was

not within those States a single scholar in anything which could be called a Free Common School. There are two millions and a half now. Of our great Normal College at Nashville, the accomplished President, Dr. Payne, very recently writes me: "The last year was the best in its history, and the future seems very assuring." Of the Winthrop Normal College for young ladies, at Columbia, South Carolina, President Johnson writes me: "We closed a most successful year on the 15th of June. The enrolment for the session was the largest in the history of the college." But I leave these and all other details of what has been accomplished to the Annual Report of our faithful and untiring General Agent, to whom we owe so much of it. I must not omit, however, the welcome assurance which I have received from our Treasurer, that the income from our Fund, notwithstanding all the troubles of the times, will have been undiminished.

It has recently been suggested, in a leading religious paper, that the opening of the schools for another year is an event well worthy to be celebrated in some formal manner. "A day might be set apart," it says, "about the middle of September, to be observed with public meetings in every city, town, and village throughout the land, for the purpose of arousing and informing the people upon the subject of education, and its overwhelming importance to the preservation of republican institutions." If such a day should ever be appointed, it should be the 17th of September, the day of the adoption of the Constitution of the United States, and on which it was signed by Washington and the members of the Convention of which he was President. But it is enough for us, Gentlemen, to thank God, as we well may, for all that has been accomplished, and to go on with confidence and courage to the completion of our Trust, or of our own individual connection with it, remembering, as we all do, with profound satisfaction, that we are engaged in promoting nothing

less than the great cause of our whole country,—the cause of that National Education which is not merely the corner-stone, but the whole foundation and only sure support, of Republican Institutions.

At the conclusion of Mr. WINTHROP's remarks, his suggestions that a Committee consisting of Messrs. EVARTS, WHIPPLE, COURTENAY, and HENRY be appointed, who should prepare a minute for the Record in regard to the members of the Board who have died during the past year, was duly considered and adopted.

Dr. CURRY, the General Agent, presented his Report, which was accepted and ordered to be printed as usual.

REPORT OF HON. J. L. M. CURRY,

GENERAL AGENT.

To the Trustees of the Peabody Education Fund.

REFERENCE has been made several times in these Reports to the progress of free education in Great Britain. Of the influence of the English-speaking race upon the better civilization of the world, of the need of the closest relationship between peoples having the same language, literature, and religion, and illustrating best the value of local self-government and of free institutions, the most sagacious philanthropists and statesmen have borne strong and concurrent testimony. It cannot be questioned that these peoples, united by so many ties, cannot work out their grand mission except on the condition of the fullest moral and intellectual development of the entire citizenship. Universal education must lie at the foundation of all governments with representative institutions, and of all civilization which is to be promotive of the highest good of humanity. Under the Education Act of 1891, the greater number of the elementary schools in England and Wales are now free; and the introduction of the free system has been effected "without much friction and with no serious dislocation of existing organizations." In order to have no exception, the Education Department issued in May a memorandum explaining the rights of parents and defining free education.

"Every father and mother in England and Wales has a right to free education, without payment or charge of any kind, for his or her children between the age of three and fifteen. The right to free education is not a concession to poverty, but is common to all classes alike. Any parent

who has not got free education already may write to the Education Department and claim it, either alone or in combination with other parents.

"The free education to which parents have a right must be unconditional; that is to say, must not be free while the child is in certain standards only, or be given on the ground of poverty, or be subject to any inquiry as to the means of the parent or the reasons the parent has for desiring it, or be free only on condition that the child attends regularly, or have any other condition attached to it. It must be wholly free, without any charge for books, slates, or anything else; and it must be at a school within a reasonable distance of the child's home."

In turning to our own land and our own work, I may say that the interest in free schools, within the territory covered by the Peabody Fund, shows no abatement. Whatever changes may take place in civil administration, whatever financial crises may occur, however hard at times may be the material or social conditions of life, public opinion loses none of the strength of its conviction as to the inestimable importance of furnishing to every child the opportunity of developing his mental powers. The experience of States discloses occasionally new difficulties, and makes clear the unadaptedness of certain tentative methods to the ends sought; but changes are slowly but surely made to meet these evils and to render more perfect the school systems. The extraordinary monetary trouble, which presses with leaden weight upon all sections and interests, has been felt in educational work; and the severity and extent of the pressure may be inferred from the fact that so many more applications for aid have come to me this year than in several previous years. In two ways has the stringency immediately affected us. Checks drawn by myself on deposits to my credit have been deposited by State Superintendents in banks to be drawn out by

them in payment of what has been promised to Normal Schools and Teachers' Institutes. In some instances the banks have declined to pay currency, but have been willing to certify checks or give checks on New York. In Tennessee, the trouble has been more serious. A check forwarded to Superintendent Smith was placed to his credit in the First National Bank in Nashville, but before any money was drawn the bank suspended.

The Institute work, as will be seen, has been unusually vigorous. It has given me much anxious thought and labor, and will need yet to be pressed on higher and more enduring plans. To prolong the sessions; to have a systematic and continuous course of study, running through several years; to require trained experts as conductors; to dispense with all instructors who are not adepts in their particular branches; to rise above local prejudice and selfishness; to obtain permanent and sufficient local and State support for these necessary agencies, will demand several years of patient and wise effort. Normal Schools and Institutes are our principal reliance for getting rid of the shameful inefficiency of many of our public schools. Higher standards of professional attainment are necessary. A teacher needs technical knowledge and skill, but he needs more,—an understanding, disciplined in the rules of sound thinking, and a general culture to “illuminate the technicalities of a special pursuit.” The “crown and consummation of a liberal education” is the best preparation for good teaching. To that should be added professional training. The true teacher will endeavor by all available means to supplement general intellectual equipment by professional strength and experience. Institutes and Normal Schools are handicapped by the necessity of doing the work and supplying the deficiency of preparatory and high schools and even of academies and colleges. The more thorough the education before seeking the advantages of Institutes and Normal Colleges, the more rapid the

progress in acquiring professional knowledge and skill. There is too limited a conception of what *teaching the teachers* involves.

All the States now have regularly organized Normal Schools except Florida and Arkansas, and they have some very helpful substitutes. Our Peabody Normal College continues its marvellous growth. Its success increases its necessities. Every upward step enlarges its horizon, and every improvement makes clear that other improvements are needful. The annual Report of the eminent and devoted President is so full and instructive that it suffices for me to invite attention to it without repeating the statements. My semi-annual visits to the College are among the chief pleasures of the General Agency.

Since our last meeting, death has been active in lessening the number of our Trustees. What has been said by the Chairman and what will be formally recorded on the minutes make superfluous any expression of my own personal sorrow at the departure of Messrs. Gibson and Drexel and Fish, and of my college mate and life-long friend, Ex-President Hayes.* I hope it may not be considered out of place to make mention, in this official paper, of the death of General Samuel Chapman Armstrong, which occurred May 11, 1893. Since 1870, the Fund has regularly contributed to the support of the Hampton Institute, which in its history and success, from 1866 to last May, has been the offspring of his brain and heart. The history of the Institute is the history of negro education in the South. In the solution of this problem, in the attainment of the marvellous results which have followed the attempt to lift up the lately emancipated race, no man has done more than did Armstrong. Full of energy, faith, hope, courage, sympathy, honest in his convictions, far-reaching in his plans, with power to persuade, to move, to control men, his life was full of good; and he should be

remembered not simply as a patriot, a gallant soldier, a benefactor of the negro race, but as one of the most marked and useful men of his generation.

It has been my privilege to make frequent journeys through the field of our operations, and to address, by their request, the Legislatures of Tennessee, Arkansas, and Texas.

WEST VIRGINIA.

The Hon. Virgil A. Lewis, State Superintendent, makes an encouraging report:—

“THE INSTITUTE WORK

is in a most prosperous condition along all lines of that enterprise, and there has never been a time when there existed such a healthy public sentiment in favor of popular education as at present.

“Acting upon the suggestion contained in your circular, I prepared a syllabus including a course of work to be uniform throughout the State. Instructors were required to adhere to this as closely as possible without destroying their individuality. This has been done, and as a result there has been a general improvement. The increased attendance upon the Institutes the present year is a source of much gratification and encouragement. Reports from forty-three of the fifty-four counties show a net gain of seven hundred and eight enrolled the present year over the enrolment of the past year; and if the same ratio of gain is maintained by the remaining counties (and I have every reason to believe that it will be) the total gain for the State will be nearly one thousand,—something unprecedented in the history of Institute work. But the above is not the best evidence of progress. In your favor of April you objected to the short period of time for which our Institutes are held, and I resolved to see what could be done toward extending the length of the session. It was then late; but I hastened to write to school officers and teachers, quoting from your letter, and expressing the hope that at least something might be accomplished. I was surprised at the result. From Kanawha, Marshall, Boone, and Wetzel counties came re-

quests for aid in holding two weeks' Institutes. This I promised ; and the result was that in Kanawha County three hundred and fifty-three teachers were in attendance during the full time, and similar good results were secured in other counties. I also complied with a request from the teachers at the West Virginia Colored Institute in Kanawha County, and gave them a two weeks' Institute, which was well attended and well instructed, and a marked interest kept up from first to last. They were so much pleased with the two weeks' session in Marshall County, that they unanimously resolved to hold a four weeks' session next year. Wetzel and Tyler want the same. In almost every one of the forty-three counties which have reported, resolutions have been adopted declaring that the present year's work has been the most successful since the enactment of our Institute law. Verily, the work is being popularized ; and I need not add that I am greatly encouraged.

THE NORMAL SCHOOLS

keep pace with the advancement in other lines of our educational work, showing an enrolment of ten hundred and thirty, — the largest attendance in their history. As you are aware, the parent school is Marshall College Normal School at Huntington, with branches at Fairmont, West Liberty, Glenville, Shepherdstown, and Concord. To the attendance above (ten hundred and thirty) should be added forty-two colored Normal students in the West Virginia Colored Institute, — the State placing these students upon exactly the same basis as the white students in the other schools, and thus making an enrolment of nearly eleven hundred. Thus it will appear, that with the largest attendance ever attained in the Normal Schools, and a gain of nearly one thousand in the attendance in the Institutes, and the additional attendance of a second week in five of these Institutes, the educational work is of such a character as to raise the hopes of its friends both at home and abroad. Much of this work is due to the aid rendered by the Trustees of the Peabody Education Fund. In fact, the work could not have been accomplished without that aid. The people, the press, and the teachers of our State are awake and at work. This means the education of public sentiment ; and that in time means more money for Public Schools,

more money for Normal Schools, and more money for Institutes ; and this gives hope to the men and women who have worked long to develop and improve the school system of our State.

“On behalf of all our people first, and myself second, I thank you for aid rendered in prosecution of our work.”

ARKANSAS.

The Superintendent, Hon. Josiah H. Shinn writes: —

“At no time in the history of the State has the demand for good teachers been so prominent ; and as a consequence the demand for better Institutes and real Normal Schools has grown to be a dominating question. Two years ago I asked the Legislature to aid this movement by creating and sustaining eight schools for both races, with terms extending from three to five months. The Legislature enacted a law creating these schools and appropriating an annual stipend for their support. The following year these schools were opened at ten points in the State, and kept open for the required time. Six of them were devoted to the training of white teachers, and four to the blacks. It must be remembered that the ratio of black to white population in Arkansas is but three to eight ; also, that the State sustains a Normal School for the blacks at Pine Bluff, paying more thereto each year than to the Normal School movement which I have just described. No white Normal School is in existence.

“The ten district Normal Schools were successful, and did far more for the systematic training of six hundred teachers than all the short-term Institutes that had ever been held. Still, they were not the thing needed. The second year the idea suggested itself to the Superintendent of consolidating these five months' schools in part into three Normal Schools, with a term of nine months, and a course of study running through three years.

“Another year passed away under this management, yielding still larger results. The Normal Schools were well attended for the full term. The attendance exceeded five hundred, of which the greater part took the first year's course. Quite a number were qualified to take the second year's work ; and there were a few who

took the third year's work, and graduated. Fifteen teachers were employed to do this work.

"In addition to these schools three other schools were maintained, with terms extending from three to five months for whites and blacks, which were largely attended.

"When the Legislature met, I asked for an appropriation sufficiently large to maintain three permanent Normal Schools, with all appropriate legislation. The Legislature denied my request, but registered its approval of the work by increasing the appropriation for the district Normal Schools fifty per cent. I now propose to consolidate these schools again, and to maintain two schools for the whites, and a third one at some favorable point for the blacks, — the term in each case to be nine months, and the course of study extending through three years. Two of these schools are already advertised, and will open the third Monday in September.

"I have also carried on a large number of Institutes in various parts of the State for terms ranging from one to six weeks. The greater portion of these have been for the colored people. At most of them the color line was not drawn, both sets of teachers attending the same session without friction. At others the experiment was tried of holding both Institutes at the same town but in different houses, — putting both, however, under the same supervision. Prof. J. J. Doyme was placed in charge, with instructions to devote a certain part of each day's teaching to the colored Institute. The other white teachers were also requested to do duty in like manner. The result was double: 1. A higher class of instruction for the blacks. 2. A greater desire on the part of the blacks to improve.

"A large number of County Institutes were held, with an attendance reaching the phenomenal number of five thousand one hundred and three, — fully ninety per cent of the teachers of the State. The movement for better schools is not only forwarded by the Institutes and Normal Schools, but by a wise system of uniform examinations.

"At the World's Fair I exhibited the work of the pupils of Arkansas by towns, and won many awards. The examinations were made by distinguished foreign and northern judges, and the awards granted without hesitation. In fact, the pupil work here places Arkansas schools among the leading competitive schools.

"Better than this is the fact that a distinct award was granted to Arkansas for the excellence of the colored school work, and another to the cities of Little Rock and Pine Bluff. General Eaton was the examining judge. No other State in the Union received an award for colored school work, nor any cities. I am sure that you will agree with me that our school system has been highly honored, and that the stigma which has for so long attached to our Commonwealth has been fully removed. Dr. Buisson, of France, was so well pleased with the character of the colored work as to ask for fifty printed pages for publication in a work which he is editing for the French.

"Permit me to thank you for the uniform courtesy with which you have treated me in the performance of your duties, and to wish you a long life with which to further the great work of philanthropy in which you are engaged."

VIRGINIA.

The Hon. John E. Massey, the able Superintendent, says:—

"Eighteen scholarships in the Peabody Normal College are allotted to this State. For the five vacancies forty-four applications were received, and sixteen applicants entered the competitive examination. The State Female Normal School at Farmville, in numbers in attendance, in number of graduates, surpassed any previous year. Buildings have been enlarged, the course of study has been reorganized and extended, new teachers have been added, and also an industrial department. Young women will be fitted to give industrial and physical training to pupils of the public schools. While the course of study has been extended, the school is steadily pursuing its course as a Normal School. Permit me to add that the resignation of your trusteeship is an irreparable public loss. The State Normal School in connection with the venerable College of William and Mary is doing good service in qualifying young men for teaching in the public schools. A graduate of the Peabody Normal College presides most efficiently over this department. Of two hundred and four students enrolled for the session, one hundred and nineteen pledged themselves to teach in the public

schools. The work of the Hampton Normal Institute was carried on with eminent success. Effort is steadily directed not to larger, but to better, more thorough work. The Virginia Normal and Collegiate Institute at Petersburg enrolled three hundred and twenty-two students, — one hundred and fifty-three males and one hundred and sixty-nine females. One hundred and ten matriculated in the Normal, and one hundred and thirty-three in the Normal Preparatory. The Normal course of three years is designed especially to train teachers for the public schools. Its graduates are teaching with success in several counties and cities. The school has an industrial department. Four Institutes, with four weeks' sessions, were successfully held at Salem and Front Royal for white teachers, and at Hampton and Petersburg for colored, with an enrolment of one thousand and thirty-five. The law requires the regular faculty of the Petersburg school to hold a summer Institute; the graded course of instruction covers three years. At the close of the session the Teachers' Association (colored) held its annual meeting. The Institute in Virginia was inaugurated by the Peabody Fund, and has been continued through its instrumentality."

GEORGIA.

The Hon. S. D. Bradwell, State School Commissioner, writes:—

"I respectfully submit to you my report of the Teachers' Institutes held in Georgia under the patronage of the Peabody Educational Fund for the year 1893, together with an itemized statement of the receipts and disbursements of the fund intrusted to me for Institutes and for the aid of the Normal Department of the Milledgeville school.

"Under the discretionary power granted me, I decided to locate the Institutes—one for North Georgia and one for South Georgia—at Marietta and Thomasville, where in my judgment the greatest number of teachers, white and colored, could be reached. Each was in session twenty working days. There was uniformity in the work, which was designed especially to meet the wants of teachers whose opportunities to acquaint themselves with the best methods had been limited.

"The character of the work done was highly satisfactory, and received favorable commendation from school officials and visitors. In conducting the Institutes I endeavored to combine theory and practice, to meet the wants of the teachers under the environments of our public school system, leading the teachers up to higher conceptions of their important calling and to practical application of approved plans and methods in their own schoolrooms. The instructors, both white and colored, were fully alive to the importance of their work, and were earnest and capable. The teachers who were present received, as all without exception stated, great benefit. But the attendance was not what it ought to have been, footing up as follows : —

White	274
Colored	198
	<hr/>
Total	472

"This unsatisfactory enrolment is attributable to two causes : (1) The teachers in the country schools had not received any pay. (2) Many of the country schools were in progress, and the teachers could not leave ; and many of the city teachers had gone to the World's Fair. A summer Normal School, by the assistance of the Gilmer Fund, was in successful operation for seven weeks, with an enrolment of one hundred and twenty-one. This attendance added to the Peabody Institutes make a total of five hundred and ninety-three who have had the benefit of Normal instruction this summer. The twenty-two scholarships at the Peabody Normal College generously allotted to Georgia are regarded by the young men and young women of Georgia as valuable prizes. Every scholarship is filled, and there are still hundreds of applicants. Many young men and women who have the means are making arrangements to attend the college so as to be in line to receive a scholarship the following year. County Institutes have been held in every county ; and all the leading teachers cordially indorse the policy, which is having already a marked effect, elevating and improving the profession. The Normal department of the Girls' School at Milledgeville is accomplishing great good. This school in all its departments is full to its utmost capacity, and many are turned away. This school

is an institution worthy of the highest commendation. These facts show progress on the line of Normal training ; and the prediction may be safely made that the next General Assembly will act favorably. In popular education Georgia is making substantial progress. This statement is founded upon the following facts : 1. The increase of the fund. The State School Fund for 1893 is \$1,058,532.52, which, supplemented by the poll tax collected in the fall, will reach \$1,258,000. 2. The census returns show that only three per cent of the present school population has ever attended school. 3. Illiteracy is being rapidly diminished, — the white illiteracy of the school population being eleven per cent, colored twenty-seven ; total thirty-eight per cent. 4. The earnest interest of the people in the cause of popular education. In the many counties which I have visited, the people would assemble in large numbers to hear addresses in reference to the Common School System, and express their willingness to be taxed more heavily for the support of the Common Schools. In this important work Governor Northen often gave valuable aid."

Georgia is one of the few States which give a statement of the assessed value of property returned by colored taxpayers. In 1882 the value was \$6,589,876; and in 1892, \$14,869,575. There is a State Industrial College for colored youth near Savannah, which is endowed by the General Government and supported by the State. The grounds are about eighty-six acres, consisting of thirty-two in the campus and fifty-four in the college farm. Besides the regular course of training, instruction is given in agriculture and in the mechanic arts. The faculty consists entirely of colored men. The Chancellor of the University is *ex officio* Superintendent of the Board of Commissioners, who are among the best and most influential men in the State.

FLORIDA.

The Hon. W. N. Sheats writes: —

"In compliance with your request, I have the honor to submit herewith a partial report of the Peabody Institute work in the

State of Florida for the present year, — a partial report, for the reason that the work is not yet completed.

“My first thought was to hold at some suitable points two or more Summer Institutes of from six to eight weeks' duration, with a regularly arranged course of study such as might be successfully pursued from year to year till completed. But upon a careful review of the situation, I saw that the peculiar condition of the educational affairs in the State was such as to render the plan impracticable. So great were the apathy and indifference of the teachers and school officers in many places, that it would have been impossible to have secured for these Institutes a more than local attendance.

“In order to prepare the way for systematic and effective Institute work hereafter, it was essential in the first place to reach the teachers, and awaken them to a realization of the great work to be done, and to an appreciation of their present unfitness for doing it, and to arouse ambition, professional pride, and enthusiasm; and so I arranged for the holding of a county Institute of a week's duration in each of the thirty-five of our most backward counties, and sent out, thoroughly equipped for their work, two zealous educational missionaries to prepare the field for future cultivation, — myself accompanying and dividing my time between the two. We are not quite through with the work yet, — will finish by October 1, — but the results already obtained have been gratifying far beyond my most sanguine expectations; and it is with great pleasure that I can announce to you that the generous gift of your Board has been of incalculable benefit to the cause of public education in the State of Florida. The teachers have been awakened to a realization of the importance and responsibility of their work, and to the great necessity of preparing themselves for the more efficient discharge of its duties; school officers have been aroused to interest, and new life and vigor, full of promise, have been infused into the educational spirit of the people wherever we have gone.

“Wherever there was a sufficient number of colored teachers, we have held separate colored Institutes; where there was not a sufficient number to justify this, the colored teachers have been invited to attend the Institute for the whites. The Institutes for the colored teachers have been invariably well attended, and great

interest has been manifested. Our colored teachers are, for the most part, very poorly prepared for their work ; they seem, however, exceedingly anxious to improve themselves. I am particularly pleased to note this, as I regard it greatly to the interest of this race in the South that their schools be placed, as soon as possible, in charge of Southern negroes, educated at home, — an opinion which I am glad to see is gaining strength among the more intelligent of them. We have here at Tallahassee, supported at State expense, a Normal School for the training of colored teachers and the higher education of the colored youth of the State ; and I am pleased to say that no school in the State is doing more satisfactory and efficient work. We have now visited and held Institutes for both white and colored teachers in twenty-two counties. In some of these counties the Institutes have been continued at the county's expense for from two to six weeks. Nearly all the counties visited will appropriate money next summer for Institute work. It is my intention, if we can get the necessary help again, to establish next summer, at some suitable points, about five summer schools for teachers ; prepare a regular course of study, and make the school permanent, holding a two months' session annually, and continuing the course from year to year till completed. Most of the counties will contribute to the extent of their ability, and with a little help from the Peabody Fund we can have five splendid Peabody Summer Institutes next year and thereafter. My work this summer has largely been preparatory to this.

“Up to date we have met about one thousand of the Florida teachers in a week's discussion of the most important subjects connected with their work. I feel safe in saying that out of these Institutes is to come a new era in the history of education in Florida. I feel much encouraged, and correspondingly grateful to you and your Board for the means by which this has come about.

ALABAMA.

The Hon. J. G. Harris says : —

“It is gratifying to be able to report the present year a very successful one in all departments of school work. In no previous years of our history have the people been more in earnest and

more zealous in matters of education. Three months ago I inaugurated an educational campaign to be conducted in each county, under the immediate supervision of the county superintendents. This plan provided for five mass meetings to be held in different parts of each county, to which all the white people were invited, and speakers selected to deliver addresses. These meetings were to be absolutely free from politics or denominationalism.

"The colored people were not invited to these gatherings, as it is my purpose to have a similar campaign for them. I made this distinction because there are certain matters that are peculiar to the colored race which I desire them to discuss, as the white and colored schools are kept separate. This method will prevent any conflict or friction. These mass meetings are being held during this month (August), and our leading thinkers and speakers are lending their aid and influence. The people are taking a decided interest, and are attending in large numbers. There is being enkindled in the minds of the masses an enthusiasm and interest hitherto unknown; already good results can be observed.

"Our Normal Schools have had a highly prosperous year; great results have been accomplished. Each of these institutions is steadily improving and gaining the confidence and support of the people. The entire State is experiencing the incalculable benefits derived from these schools in the number of trained teachers that go out from them each year; and the State is being rapidly supplied with trained teachers, and these teachers are being sought in every locality. The benefits derived from our Normal Schools cannot be adequately measured; the untrained and inefficient teacher is being pushed aside, and the progressive and the trained teacher is given the place. This demonstrates that the people are working up to a livelier interest in the matter as to who should have charge of the education of their children.

"Florence and Troy Normal Schools for the whites are institutions of high grade and doing a fine work. No schools can take their places; they are supplying a long-felt want in our system of education. To teach properly and successfully, the teacher must be trained for that special work. This is obvious from the influence exerted by such teachers in every place where they take a school. It would pay Alabama compound interest if she would

increase her appropriations to the Normal Schools, and establish others. No outlay will pay a better and never-ending dividend.

"The negro Normal schools are presided over by faithful, educated, and efficient principals. The faculties are carefully selected, and the work being done is eminently satisfactory. The industrial departments of Montgomery Normal School and of the Tuskegee Normal School are attracting the attention of our people and receiving the commendation of all. These departments are giving skilled workmen in the various mechanic arts. While the facilities are not as satisfactory as they might be, an excellent work is notwithstanding being accomplished."

MISSISSIPPI.

As several years have intervened since an account was given of school work in this State, it is deemed proper to make copious extracts from the full and interesting Report of the Hon. J. R. Preston, the enthusiastic and capable Superintendent of Public Education.

"I have the pleasure to transmit a report of the Peabody Summer Normal Institutes, and to premise the report with a statement of the progress of our schools within the past decade, and of the present condition of education in the State.

"In ten years the enrolment in our public schools has increased 90,474, or thirty-nine per cent; the average daily attendance, 35,417, or twenty-two per cent; the number of teachers employed, 1500, or twenty-two per cent; average length of term eight per cent; the amount expended \$412,000, or fifty per cent.

"Mississippi expends annually the equivalent of a levy of 7.2 mills upon her property, and Massachusetts expends 3.5 mills, while her per capita wealth is more than seven times ours. Public education has won the approval and indorsement of a great majority of the people. It has won the victory over prejudice, over poverty, over the opposition engendered by a large negro population who pay little tax, and whose schools are a heavy burden on the property owners. The people are beginning in earnest to back the public schools with their brains, their money, and their personal influence. Our best growth has been in public

sentiment, and in its expression through a code of school laws which provide thorough organization and management of a State system of public education.

"Fifty-five towns are separate school districts, and maintain their public schools eight or nine months in the year. Within the past five years thirty of these have erected buildings costing from eight to fifty thousand dollars. Most of them maintain high school departments of two or three years. Thus the wants of our urban scholastic population are adequately met. In addition to these we have two hundred and thirty proprietary high schools and denominational colleges, many of which do excellent preparatory work.

"Above these are our three State institutions for whites and two for colored. It is worthy of note that Mississippi has for twenty years maintained a colored Normal College, and until recently a Normal department in Tongaloo University, while she has made no similar provision for white teachers.

"The average length of our public-school term is eighty-six days for the country and one hundred and fifty-four days for the towns. The minimum length of the term is four months; the maximum, eight months. The high schools and colleges are all open from eight to ten months annually. We are fairly well provided with facilities for secondary education, and the patronage of these schools has been quadrupled in the past five years.

"Our public-school teachers are licensed through uniform examinations held by examining boards, consisting of the country superintendent and two first grade teachers. This system of licensing has been used for seven years, and has been the main factor in stimulating our teachers to become better qualified for their work. It is a moderate estimate to say that this influence alone has made our teaching corps twenty-five per cent more capable of converting public-school money into education, while the reflex effect upon secondary schools has been of the most salutary character. Many incompetents have dropped out, and the whole corps has been toned up and strengthened.

"In 1892 county Institutes were introduced into our system. They are held in each county not less than one week each year, under expert conductors appointed by the State Board of Education.

"Another valuable feature introduced by this law is the professional circulating library. One such library is established in each county under the charge of the superintendent. We collect fifty cents Institute fee from each teacher examined, and the law authorizes twenty per cent of this fund to be applied to the purchase of professional libraries. This fund is augmented from year to year by small contributions from the teachers. We thus enlarge our libraries, and hope in a few years to have the very best pedagogical works collected in each county for the free use of our teachers. Some counties have already expended more than two hundred dollars for this purpose.

"With these stimulating and developing forces in active operation, when the Peabody Normal Institutes were opened this summer our public-school teachers seized the opportunity and attended in numbers which surprised us all.

"The attendance at the Oxford Summer Normal Institute reached four hundred and sixty-seven, whereas we expected not more than two hundred and fifty. The large number overwhelmed the faculty, and made it necessary to divide the Institute into four sections, thus quadrupling the work of each instructor, and calling into requisition several of our eminent teachers, who volunteered their services. Most of the teachers spent the entire month at the Institute in earnest study. The attendance was largely composed of country teachers, who receive meagre compensation. It was inspiring to witness their eager efforts to reach a higher plane of proficiency. All applied themselves with commendable industry, and not one instance of misconduct occurred. The director and faculty handled the work effectively, and with a degree of zeal and fidelity which cannot be too highly praised. A spirit of educational revival pervaded the whole assembly, inspiring all to their best efforts. Prof. J. U. Barnard, Director, brought his practical judgment and tactful powers to bear at all points, with marked success. The equipments of the State university were freely used to great advantage, Chancellor Fulton assisting in every possible way to make the work profitable and successful. The assemblage of teachers in the Oxford Normal was three times as large as any previous congregation of teachers in the history of the State.

"The Institute at Lake Normal was conducted by Mr. W. Rose,

of the Peabody Normal College. As director and instructor he won the encomiums of the two hundred and sixty attendants. The work at this Institute was of the most inspiring kind. The teachers bent their best efforts to study; note-books were filled with outlines to serve as guides in subsequent self-improvement. The spirit developed in this Institute was remarkable. The teachers left with regret that the session was closed; but they carried home new light, higher ambitions, nobler educational aspirations, better conceptions of duty. Both at Oxford and Lake actual instruction in text-book matter was given, being combined with methods of teaching. Most of the poor teaching done is due to indistinct knowledge of the branches taught, and the crisp review of the public-school curriculum will be of great advantage to our teachers. Primary work given both at Lake and Oxford by Miss Holman, and illustrated by a class of children who had no previous instruction, elicited continuous interest from the teachers, and will lead to great progress in this kind of school work, which stands so sadly in need of scientific development.

"The attendance at Holly Springs Normal (colored) reached ninety, which was comparatively small. This Institute was provided with a competent faculty under Rev. E. D. Miller, president of our colored State Normal College. The teachers were enthusiastic, studious, and well-behaved, and derived great benefit from the month's study, which was adapted to their special needs. Our colored teachers, as a body, are improving their qualifications year by year. About one sixth of them obtain first grade licenses, and the whole corps show a persistency of effort which in time must tell favorably on their progress in the profession.

"The Tongaloo Summer Normal is now in progress under a competent faculty, and has seventy-five attendants. The stringent times seem to affect the colored teachers' attendance more than that of the whites. Based upon attendance, the colored Normals have cost proportionately more than those for whites; but I hope the attendance will be better next year. Two hundred and fifty applied for enrolment, and the director tells me he expects at least one hundred and fifty to enter the Normal before the close of the session.

"As we had few trained and experienced men who could be

appointed as conductors of our county Institutes, it was deemed expedient to use a portion of the Peabody appropriation to maintain a school in which our leading teachers could be taught how to hold Institutes. Accordingly we held a conductors' school at Oxford for two weeks under the charge of Superintendent J. M. Greenwood and Chancellor W. H. Payne. The conductors selected by the State board were required to attend this school, and it was made free to all others who desired to take advantage of it in qualifying themselves for Institute work hereafter. The two distinguished instructors won the admiration of the whole body of attendants, — forty-five in number, — and rendered an invaluable service to the cause of education, by placing us in possession of the best experience and highest ideals of means and methods of county Institute work. The money spent on this school will yield the largest results. The knowledge acquired by our teachers is a permanent increment of educational power. These conductors have been in the field since July 24, holding Institutes and stirring up a genuine educational revival among both teachers and people. At their meeting in June the trustees of the university established a department of pedagogy, and made the chair a full professorship. This recognition of the profession of teaching will tend to dignify it in the eyes of our people, and will elevate the tone of the teachers of the State. This chair will permanently articulate the university with the public-school system, and will in time supply our secondary schools with well-trained and scholarly instructors.

“Throughout the State there has been a general awakening of educational interest this summer. Reports were sent from the Normals to all the newspapers of the State, setting forth the work done, and urging teachers in the future to prepare to attend these schools of review and professional training. So our remote rural schools will feel the beneficent results that will flow from the Peabody Fund.

“The county Institute conductors are everywhere urging the levy of local taxes to extend the terms of country schools to eight months. This is the next step we must take, and we are hopeful of getting the tax in many counties. Last year Claiborne County levied a three mill tax and maintained her public schools eight

months. All her schools are graded, and we will try to induce other counties to follow in her footsteps. The prospect for public-school improvement is bright, and we feel now that we can reach the rural school and place it upon a plane which will enable us to educate the eighty per cent of our children who reside in the country districts.

"I beg, in behalf of the people and teachers of Mississippi, to assure the honorable Trustees of the Peabody Fund of our high appreciation of their action in restoring the State to the benefits of the Fund, and to express the candid conviction that no equal sum of money expended by them has produced greater or more beneficent results than that appropriated for teacher-training in Mississippi in 1893. In the Peabody Normal College we have one vacancy, for which there are more than thirty applicants."

LOUISIANA.

The Superintendent, Hon. A. D. Lafargue, in co-operation with Thomas D. Boyd, the efficient President of the State Normal School at Natchitoches, arranged for a series of Peabody Normal Institutes to be held during the summer. Twelve were held under the supervision of competent conductors and teachers, the latter of whom came from the public schools, from Tulane and the State universities, and from other institutions in the State.

"The Institutes of 1893 have reached a larger number of teachers, and have accomplished more good in instructing and inspiring teachers and arousing the general public, than any other Institutes ever held in the State. The increased attendance, notwithstanding the overflow and other adverse conditions, is largely due to the excellent work done by the Department of Public Education in notifying school directors and teachers, and otherwise advertising the Institutes; and the zeal displayed by the parish superintendents cannot be too highly commended.

"Perhaps the most hopeful sign of educational progress in Louisiana is the Summer Normal School at Lake Charles, conducted by Prof. R. L. Himes of this institution. Although the

attendance was limited to teachers from Calcasieu Parish, the school was eminently successful in all respects. It is to be held every year with a continuous course of study. I believe the time has come when such schools, lasting four weeks and having for their sole object the instruction of teachers in matter and methods, will do more good in Louisiana than the one-week Institutes heretofore held ; and that the appropriation received from the Peabody Fund next year cannot be more profitably expended than in aiding the establishment of such schools at four or five central points.

"I have the honor to report that the last session of the State Normal School was marked by as large an increase in the attendance of students as the seating capacity of the school buildings would permit, the numbers enrolled being one hundred and eighty in the Normal department, and one hundred and thirteen in the Practice School. By an advance in the course of study, the class that would under the old course have been graduated in January was not graduated until May ; hence the number of graduates (fifteen) was less than for the session of 1891-92.

"As a knowledge of Latin or French is often required for teachers in our country schools, those languages have been added to our course of study, which has been still further enriched by additions in the departments of mathematics and natural sciences. I am sure the Normal can report progress along all lines ; can safely claim that its students, its faculty, and its friends, — the whole people of Louisiana, — are earnest promoters of its success ; and all return grateful acknowledgments to the Trustees of the Peabody Education Fund for the liberal aid the Normal has received from that Fund."

The Superintendent and President Boyd assure the Trustees of the gratitude the people owe them for their liberal aid to education in Louisiana. At one of the Institutes it was resolved, with unanimity and enthusiasm, that "the name of George Peabody, whose munificent donation supplied the means to support the Institutes, should ever be held in veneration and esteem by the people of the South-land."

TEXAS.

Through the sagacious patriotism of the founders of the Republic first and of the State afterward, Texas has immense landed possessions, a portion of which has been dedicated to university and common school education. If wisely managed, the State will have in perpetuity a fund which will secure for the children inestimable privileges. The State, through executive and legislative departments, seems to be alive to the sacredness and value of the trust. In a somewhat large and varied experience of that kind, I have not met with public officers apparently more anxious to do what was wisest for the promotion of general education. Invited by the General Assembly and afterward by the joint committee on schools to speak to them, it was most gratifying to find such intelligent interest and such an anxiety to make available for the general welfare the educational possibilities. Texas attaches much importance to teacher-training. The Legislature having made an appropriation of \$6,600 for Institutes, the Superintendent, the Hon. I. M. Carlisle, organized twelve for colored teachers and one in each senatorial district for white teachers. Local contributions, cheerfully made, added to State and Peabody appropriations, assured \$300 for each Summer Normal. Communities contested for the location; and Dr. Baldwin, who has been in the summer work from the beginning, writes that the Institutes have been far better than ever before. The Superintendent is warm in the expression of the thanks of the teachers for the liberal aid which the Fund has rendered in "preparing them to labor in the public school service."

The Prairie View Normal School for colored teachers, at the head of whose Board of Trustees is Ex-Governor Ross, is well supported and has the confidence of the people. A school of pedagogy is connected with the university, the aim of which is to prepare teachers for

high schools, academies, and colleges. Joseph Baldwin, for ten years the President of the State Normal, an educational author of high repute, is in charge of the school, and this insures the most fraternal alliance between the university and the public schools. In an address to the students of both sexes, last May, I found that arguments in favor of universal free education met with cordial response. The Sam Houston Normal School sustains a filial relation to this Board, and must ever awaken deepest concern for its well-being. From an enrolment of one hundred and ten in the first year, 1879-80, it has grown to four hundred and eight the present session, with an aggregate of twenty-eight hundred and forty. The total alumni — whose diplomas, like diplomas from the Peabody Normal College, are valid as permanent teachers' certificates — have been seven hundred and ninety-four, of whom eighty-four were graduated this year, after a course of three years. The purpose of the school is to give professional training, teaching methods in connection with subject matter. Girls must be seventeen years old and boys eighteen before admission, which must be preceded by a satisfactory examination. Two scholarship students from each senatorial district, two from each representative district, and forty-two from the State at large, can be admitted every year. Two additional teachers have been appointed, who are graduates of the college and of the Peabody Normal; special attention is properly given to drawing "as an educational means rather than as a superficial accomplishment," there being a growing demand in the graded school for those who can teach drawing. In the large and handsome building erected by the State at a cost of \$40,000 is a beautiful room designated as the Peabody Memorial Library, where are collected newspapers, reviews, and general and professional reference and text-books. The Legislature, for two sessions in succession, have appropriated \$4,000 to add to the usefulness of the Library.

John Stuart Mill said that what an educated youth needs on facts of history, "and on most other matters of common information, is not that he should be taught in boyhood, but that abundance of books should be accessible to him."

TENNESSEE.

The Superintendent, Hon. Frank Smith, submits a report, the material parts of which are given. Twenty-four Institutes were held, and of their work he says: —

"The Institutes for colored teachers at Union City and Covington were conducted by the white teachers, without extra charge, and were quite satisfactory. The plan was this: The colored teachers were in a separate building, and the teachers for the whites would take it by turns, each going to the colored Institute when not engaged at the white. In this way both Institutes were conducted at the same time, and by good men.

"I have not received reports from all the Institute conductors, but as far as heard from the work has been quite satisfactory, as much so as could have been expected by the present plan of conducting Institutes in this State. The plan will be very materially changed in the future.

"The most successful Institutes were those held at Knoxville, Nashville, and Jackson. More than three hundred teachers were enrolled at Knoxville, about two hundred and seventy-five at Nashville, and one hundred and twenty-five at Jackson.

"What is needed most is fewer Institutes, better conductors, and longer terms. To reach this desired end, I wish to submit the following plan.

"As soon as the schools shall have closed next year, or as early in June as possible, I wish to hold an Institute at the Peabody Normal College in this city, for the purpose of training Institute conductors.

"I wish to employ some of the best Institute men in the United States, and earnestly solicit your assistance in this regard, — this Institute to be of not less than two weeks duration, and four weeks if possible. Then I wish to establish three permanent summer Nor-

mal Schools, to be located at Knoxville, Nashville, and Jackson, — these schools to be in session for one month annually, with a regular course of study for the year, and when this course shall have been completed, to grant life certificates. Let no one be employed to conduct any Institute in the State unless he shall attend the Institute to be held at Nashville.

“This plan will not do away with the county Institutes; but let them continue under county supervision, and be assisted by those who have been trained for that purpose, — one conductor to each county.

“There should be, as far as possible, a permanent faculty at each of the three summer schools above mentioned.

“I believe that if some such plan as this can be put into operation, better results will accrue from the Institute work.”

NORTH CAROLINA.

The most noticeable fact in the educational history of the State is the establishment of the State Normal and Industrial School at Greensboro', and its first year's successful history. The school is located on a beautiful ten-acre lot, donated for the purpose. The citizens of the town also generously voted \$30,000 in money in aid of the enterprise and for the erection of the necessary buildings. The faculty consists of fifteen teachers, besides assistants and tutors, — at the head of which is Charles D. McIver, a graduate of the university and a gentleman of teaching experience and of indomitable energy. The course of study embraces Normal, Business, Domestic, and Science departments. The buildings are well arranged, and the institution is already, in its infancy, provided with a well-selected library, a well-equipped gymnasium, a reading-room, and useful specimens and laboratories. Two hundred and twenty-three students were enrolled, and the number would have been increased if there had been sufficient dormitory accommodation. Ten were graduated. Criticism upon this apparently

hasty award of diplomas is lessened, if not disarmed, by the fact that all but one had been graduated from respectable institutions in the State. A diploma is a life license to teach in the public schools. The trustees, having taken the liveliest interest in the action of the State which resulted in a school marking a new era in the educational history of North Carolina, may well congratulate the State, teachers, and pupils upon such a prosperous beginning. The State makes regular appropriation for six colored Normal Schools; and the Peabody Fund has sustained Institutes for colored teachers at Warrenton, Salisbury, Greensboro', Goldsboro', and Elizabeth City. Several Institutes were held for white teachers, and the Superintendent, Hon. I. C. Scarborough, reports all of them as having been successful. "The negro teachers and people were greatly pleased at the recognition given them and the work done for them; the best men in the school work in the State labored for them faithfully and earnestly. The negroes asked me to thank you for making it possible for them to have a chance for this special training."

SOUTH CAROLINA.

The Hon. W. D. Mayfield, State Superintendent, sends his report so late that I can only extract from it a few statements. "When the Institute work is completed I shall have held forty in twenty-seven out of the thirty-five counties, — sixteen for whites and twenty-four for colored teachers, from which you will note that the colored race had a full share of the fund, as you requested. The attendance exceeds that of any previous year, and the work done has been progressive and continuous with that of the last two preceding years."

Clafin University, at Orangeburg, with its excellent management, continues its prosperous career, and is a valuable agency in preparing teachers for the colored schools.

The Winthrop Normal College has had a successful session. Its energetic and capable President must have much satisfaction in the growing usefulness and popularity of that institution. A year hence the college is to be transferred from Columbia to Rock Hill,—the latter city, in the competition for location, having given \$63,000 in money and thirty-two acres of land, on which is a beautiful building site.¹

Distribution of Income since October 1, 1892.

ALABAMA.

Scholarships in Peabody Normal College . . .	\$2,045.00	
Teachers' Institutes	2,000.00	
Florence Normal	1,200.00	
Troy	1,200.00	
Tuskegee	500.00	
Montgomery	800.00	
		<hr/>
		\$7,745.00

ARKANSAS.

Scholarships	\$2,175.00	
Institutes	5,500.00	
		<hr/>
		7,675.00

FLORIDA.

Scholarships	\$1,100.00	
Institutes	1,400.00	
		<hr/>
		2,500.00

GEORGIA.

Scholarships	\$2,750.00	
Normal School, Milledgeville	1,800.00	
Institutes	2,050.00	
		<hr/>
		6,600.00

LOUISIANA.

Scholarships	\$1,637.00	
Normal School, Natchitoches	2,200.00	
Institutes	1,950.00	
		<hr/>
		5,787.00

¹ See Appendix B. for President Johnson's Letter.

MISSISSIPPI.

Scholarships	\$1,500.00	
Institutes	2,500.00	
	<hr/>	4,000.00

NORTH CAROLINA.

Scholarships	\$2,777.00	
Normal School, Greensboro'	3,000.00	
Normal Schools and Institutes	1,600.00	
	<hr/>	7,377.00

SOUTH CAROLINA.

Scholarships	\$1,364.00	
Winthrop Normal College	2,000.00	
Clafin University	1,500.00	
Institutes	1,000.00	
	<hr/>	5,864.00

TENNESSEE.

Scholarships	\$3,550.00	
Institutes	2,000.00	
	<hr/>	5,550.00

PEABODY NORMAL COLLEGE.

Salaries	\$12,800.00	
Library	500.00	
Unexpended Scholarships	150.00	
	<hr/>	13,450.00

TEXAS.

Scholarships	\$3,162.00	
Sam Houston Normal	3,000.00	
Institutes	2,000.00	
	<hr/>	8,162.00

VIRGINIA.

Scholarships	\$2,500.00	
Institutes	2,950.00	
Farmville Normal	1,450.00	
Hampton "	1,000.00	
Petersburg "	300.00	
	<hr/>	8,200.00

WEST VIRGINIA.

Scholarships	\$1,590.00
Institutes	2,400.00
Normal Schools	1,000.00
	<hr/>
	4,990 00
	<hr/>
	\$87,900.00

J. L. M. CURRY,
General Agent.

WASHINGTON, D. C., Sept. 30, 1893.

Dr. CURRY also offered President PAYNE's Report, which was accepted, and will be found in the Appendix.

Mr. MORGAN, the Treasurer, made his Report; but as there have been during the year no changes in the investments, it is not here given.

Mr. MORGAN's account was referred to Mr. HENRY and Judge ENDICOTT as an Auditing Committee; and to them also was referred the account of Dr. CURRY, the General Agent.

Mr. EVARTS was appointed first Vice-Chairman of the Board in place of Governor FISH, deceased; and Bishop WHIPPLE second Vice-Chairman in place of Mr. EVARTS.

On motion of Chief-Justice FULLER, JOSEPH H. CHOATE, Esq., of New York, was unanimously chosen a Trustee to fill the vacancy caused by the death of Governor FISH.

On motion of Mr. MORGAN, GEORGE W. CHILDS, Esq., of Philadelphia, was unanimously chosen a Trustee to fill the vacancy caused by the death of Mr. DREXEL.

On motion of Judge SOMERVILLE, the Hon. CHARLES E. FENNER, of New Orleans, was unanimously chosen a Trustee to fill the vacancy caused by the death of Senator GIBSON.

On motion of Mr. WINTHROP, President DANIEL C. GILMAN, of Johns Hopkins University, Baltimore, was unanimously chosen a Trustee to fill the vacancy caused by the death of Ex-President HAYES.

The Standing Committees were then appointed as follows:—

Executive Committee: Chief-Justice FULLER, Hon. WILLIAM A. COURTENAY, Hon. WILLIAM C. ENDICOTT, DANIEL C. GILMAN, LL. D., Hon. CHARLES E. FENNER, with the Chairman Mr. WINTHROP, *ex officio*.

Finance Committee: Hon. WILLIAM M. EVARTS, President CLEVELAND, Hon. WILLIAM WIRT HENRY, GEORGE W. CHILDS, Esq., JOSEPH H. CHOATE, Esq., with the Treasurer Mr. MORGAN, *ex officio*.

The Chairman was authorized to fill any vacancy that might occur in these Committees.

Mr. WINTHROP, in behalf of the Committee appointed at the last Annual Meeting to consider the final distribution of the Fund, reported that it was inexpedient at the present time to take any definite steps in regard to the matter; whereupon, on motion of Chief-Justice FULLER, the Committee was discharged from further consideration of the subject.

On motion of Judge SOMERVILLE, the following vote was unanimously passed, which drew forth a feeling reply by the Chairman:—

The Trustees of this Board desire to put upon record their sincere gratification that their venerable Chairman has been able to attend the present meeting, to cheer them by his presence, and to aid them by his large experience and wise counsels.

Adjourned to Saturday, October 7, at 11 o'clock.

NEW YORK, October 7, 1893.

The Trustees met this forenoon agreeably to adjournment.

There were present: Mr. WINTHROP, the Chairman, and Messrs. EVARTS, WHIPPLE, GREEN, COURTENAY, HENRY, SOMERVILLE, and ENDICOTT; and Dr. CURRY, the General Agent.

Mr. HENRY, for the Auditing Committee, reported that the accounts of Mr. MORGAN, the Treasurer, and of Dr. CURRY, the General Agent, were found to be correct and properly vouched; which Report was accepted.

Mr. EVARTS, for the Committee appointed yesterday, communicated the following minute, which was ordered to be placed on the Records:—

The Committee appointed by the Chair to prepare a minute expressive of the sentiments of the Board at the afflictive loss they have suffered by the death of four of their members since the last meeting of the Board has presented for insertion in the Proceedings of this Annual Meeting the following Report.

In the death of Hamilton Fish we have to lament the withdrawal from our number of one who from the institution of this charity under the appointment of Mr. Peabody has been one of its most honored members and First Vice-Chairman. Mr. Fish, born in the city of New York in 1808, has been for some sixty years one of its most distinguished and most public-spirited and useful citizens, discharging every social and public duty to which his own

sense of obligation and to which the community of the City, the State, and the Nation from time to time and in successive stages of high service have called him. As Governor of the State, as Senator of the United States, and as Secretary of State for eight years under President Grant, these elevated offices Mr. Fish filled with ability, with dignity, and with the general and hearty approval of his constituents, of the great political party of which he was a conspicuous leader, and of the people at large. Indeed, through long years marked by every private virtue, and made illustrious by many public services, Hamilton Fish stands in the eyes of all as an example of the sustained dignity of a noble life.

In the close relations which we enjoyed for more than a quarter of a century as members of this Board with our deceased friend and associate we found that the same qualities which had attracted the good opinion and respect of all in other relations of life were always and cordially placed at the service of the Board in all our labors and responsibilities. His wise counsels, his benevolent sympathies, were never wanting in the routine or in the more serious junctures of the great trust confided by Mr. Peabody to this Board for the administration of his munificent charitable endowment. So long as this beneficence shall be felt or remembered the name of Hamilton Fish will be honored by all who study the work and the fruits of George Peabody's philanthropy.

The sudden death of ex-President Hayes, without any premonition of advanced years or failing health, in the midst of his most active labors in the service of the Board, gave much poignancy to the grief of this bereavement, for which we were wholly unprepared. For fifteen years he had been most constant in his devotion to the interests of the Trust from the first moment he, while President of the United States, was elected a member of the Board down to the date of his lamented death. Not only was he present

at all our Annual Meetings, but with most signal advantage to its power and influence in the portion of the country feeling the benefits of Mr. Peabody's benevolent charity, President Hayes accompanied Dr. Curry in some of his visits to the South, aiding thus our General Agent's valuable service in inspiring and confirming the zeal and constancy in these communities in the diffusion of education in its most useful forms.

President Hayes entered upon the Presidential office at the most dangerous juncture in the working of the national suffrage which the country has been called upon to experience. The study of that crisis and of the high qualities of courage, prudence, and patience with which his administration met the perils which surrounded it, and the calm temper and comprehensive patriotism which brought the stormy contentions to a prosperous issue, — these belong to the annals of our government and the public life of the chief magistrate who was called to his great office in these unruly times. That in the height of these contentions President Hayes should have been selected with so much personal warmth and affection for membership of this Board was as grateful to his feelings as it was for every member to express their full appreciation of the great character and conduct of their elected associate.

Since his retirement from the Presidency our honored associate has presented to his countrymen a signal example of constant and active employment in the highest sphere of philanthropic labors in the work of this Board, in the administration of the Slater Fund, and in open and practical efforts for the succor of the unfortunate and distressed upon the largest scale of benevolent sympathy. In this conduct of President Hayes his great public career both lends and gains lustre from this record of his private enlistment in these latter noble services to society.

The personal qualities of our lost associate and friend warmly endeared him to every member of this body, who

feel the sorrow of a personal bereavement in parting from him.

Next in length of service as a member of this Board we reach on our mortuary roll the name of Anthony J. Drexel,—the wise counsellor, the able financier; our associate, considerate and gracious in all intercourse.

His fitting eulogy, eloquent in its simplicity, truthful in its beautiful record, has already been written by one who all through life was so near to him as to feel the pulsations of his heart, and to know his highest thoughts, his noblest aspirations.

Ours is the softly pleasing though sad duty, not only to speak of our dead friend in his most useful association with this noble educational Trust, which he did so much to strengthen and expand, but to refer to his own splendid foundation, kindred in sentiment and purpose to that he so well served. With the lofty and generous promptings of a Peabody, he too had come to the knowledge, the enlarged privileges, the great power of wealth; and in his own lifetime, with clear vision and strong will he founded "The Drexel Institute of Art, Science, and Industry."

It is a most grateful privilege and duty to speak of Mr. Drexel in the dual relation of a Trustee of the Peabody Fund, and its legitimate fruitage, the founding of that Institute in Philadelphia.

Reared in his own lifetime, it may well be accepted as his testimonial of reverent gratitude to Heaven for the good gifts of earth; it is the evidence of his obedience to the sublime mandate, — Go, teach! It is his high conception of the true function of riches.

It is such an associate that we mourn with no ordinary sorrow; it is such a citizen we may point to with proper pride. His name will be inscribed and perpetuated on the honor roll of great philanthropists,—with Peabody, Stanford, Slater, as educational benefactors of their age;

and future generations, drinking at this pure fountain of knowledge, will revere the memory of one who in his own lifetime recognized the truth as to "the consecrated office of property," and who, blessed with means, used them generously for his fellow-men.

Youngest in years and the most recently elected to the Board, Randall Lee Gibson was the first to be marked for death of the four associates whose loss during the past year their survivors have to lament. We enjoyed the benefit and pleasure of our association with him for only four years. But this brief period had proved to us the wisdom and good fortune which had given us this companion.

A native of Kentucky, but a long time a citizen of Louisiana, which State he represented in the Senate of the United States at the time of his death, he took part in the cause espoused by his section of the country and as a brave soldier and an accomplished officer rose to high rank in the military service. Upon the close of the civil war, by the maintenance of the authority of the Government over the whole country, General Gibson was among the most prompt and the most earnest in accepting the results of the war, — the unity of the nation and the established Constitution. In this purpose his labors were constant and earnest to promote not only political harmony between all parts of the country, but good feeling and mutual respect among all classes of the reunited people.

An accomplished scholar and well trained for high influence in public affairs, possessed of a competent fortune, of a cheerful temper, and with social qualities which made friends everywhere, Senator Gibson brought to the services he undertook a wise and prudent statesmanship, quiet civil courage, and persuasive eloquence.

Our deceased associate had made himself conspicuous in the public eye for his active interest in promoting education at his home before a vacancy in our number

gave the Board an opportunity to gain the accession to our membership of one so admirably fitted by his own character and abilities to take part in the administration of Mr. Peabody's Trust for advancing the welfare of the Southern portion of our country. Already conversant with the needs and means of this service by his wise counsels in establishing on sure foundations the munificent endowment of the Tulane University and his supervision of its prosperous operation, our new associate seemed at once quite abreast of us in the purposes and the methods of the system upon which the Board had shaped and was pursuing the diffusion of knowledge among the beneficiaries of our Founder's beneficent provisions for the maintenance and advancement of education.

We can only deplore but we can hardly measure the loss this Board has sustained by the death of Randall Lee Gibson in the prime of his life and at the height of his influence.

Mr. HENRY offered the following:—

Our General Agent having in his Report called attention to the death of General SAMUEL CHAPMAN ARMSTRONG, Principal of Hampton Institute,

Resolved, That the Board deeply deplores the loss sustained by the cause of education in the death of General Armstrong, whose pre-eminent abilities as an educator were devoted to the uplifting of the negro and Indian races, and whose efforts in their behalf were crowned with signal success.

Mr. MORGAN made a motion that the sum of \$500 be appropriated for the purchase of books for the Normal College at Nashville, the same to be expended under the direction of President PAYNE, which was duly passed.

On motion of Dr. GREEN, it was —

Voted, That a special appropriation of \$500 be made to Dr. PAYNE for the ensuing year, in addition to his regular salary.

The Hon. J. L. M. CURRY was unanimously re-chosen General Agent.

Mr. J. PIERPONT MORGAN was re-elected Treasurer, and a sum not exceeding \$750 appropriated for clerical assistance.

The other officers of last year subject to election were re-chosen.

It was also voted that the next Meeting of the Trustees be held in New York, on the first Wednesday of October, 1894, with a discretionary authority to the Chairman, with the advice and consent of the Executive Committee, to make any change of time and place which may prove desirable.

The Annual Meeting of the Trustees was then dissolved.

SAMUEL A. GREEN,
Secretary.

APPENDIX.

PEABODY NORMAL COLLEGE, NASHVILLE.

TO HON. J. L. M. CURRY,

General Agent of the Peabody Educational Fund:

I herewith submit my annual report as President of the Peabody Normal College, for the year 1892-1893.

Attendance.—The following table will show the attendance by States from the year 1875 to the year 1893 inclusive (see page 34).

Graduates.—At the annual commencement May 31, 1893, one hundred and forty-seven diplomas were granted as follows:—

Licentiate of Instruction, eighty-nine; Bachelor of Letters, six; Bachelor of Science, six; Bachelor of Arts, thirty-seven; Master of Arts, nine. Honorary degrees were conferred as follows: on Mrs. W. B. House, Superintendent of Schools, Waco, Texas, the degree of Master of Arts; on Professor B. B. Penfield, of the Normal College, the degree of Doctor of Philosophy.

The most significant fact in the above enumeration is the graduation of fifty-six students with university degrees. It shows a decided tendency on the part of students who have taken the lower (L. I.) degree to lengthen their period of residence, and indicates the upward growth of the school into an institution of the collegiate grade. I have assumed that it is the wish of the Peabody Board of Trust that this school, as its name indicates, should be brought fairly within the category of collegiate institutions; and to this end its course of study, both general and professional, has been raised as rapidly as the situation would warrant. It is a reasonable expectation that the Peabody Normal College should outrank the ordinary Normal School both in its gift of general scholarship and in its grade of professional instruction. As time goes on, it should recruit the permanent teaching profession of the South with men

STATES.	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893
Alabama.....	3	7	6	12	12	11	12	10	14	13	16	19	26	23	32
Arkansas.....	4	6	7	9	7	5	9	8	10	11	12	14	18	21	23
California.....	1	.....
Florida.....	2	2	8	11	12	6	5	5	5	1	2	1	2	2	.....	11
Georgia.....	10	15	20	23	23	14	14	12	14	15	15	22	38	39	37	36
Indiana.....	1	.....	1	.....	.....
Indian Territory.....
Iowa.....	1	1	.....
Kentucky.....	2	2	.....	.....	7	2	.....	.....	1	1	3	4	2	4	3
Louisiana.....	6	4	5	8	9	9	11	17	13	13
Michigan.....	1	.....
Minnesota.....
Mississippi.....	7	12	14	17	14	15	14	7	.....	.....	1	2	9	6	13
Missouri.....	1	1	.....	.....	.....
Nebraska.....
New York.....	1	.....	.....
North Carolina.....	3	6	6	13	12	11	12	15	15	15	19	24	26	27
Ohio.....	1
South Carolina.....	6	8	7	6	6	7	8	10	10	13	13	.....	13	20
Tennessee.....	59	91	94	87	53	60	62	55	59	66	57	73	69	151	203	216	251	311
Texas.....	6	12	14	17	9	7	7	8	10	10	10	13	20	29	32
Virginia.....	11	9	15	14	15	16	16	17	20	22	22
West Virginia.....	1	.....	7	5	8	9	8	.....	3	3	5	6	6	9	12	15	19	15
Total.....	60	91	113	131	137	161	173	157	154	165	153	178	177	280	359	422	470	560

and women of scholarly instincts and attainments, who are sufficiently versed in the history and science of education to become the leaders of public opinion in the organization and maintenance of sound systems of public instruction.

In their origin, the degree of Bachelor, Master, and Doctor were professional degrees, or licenses to teach; and to-day, especially in the South, the possession of a university degree by teachers is a prerequisite to professional standing. I have therefore held out to our students all proper encouragement to prolong their courses of study and to earn degrees that will give them rank and standing in their profession.

In making scholarship appointments, the policy of giving precedence to students who have been in the college for one year or more at their own expense has been the chief factor in lengthening the period of residence, and so in raising the grade of the school towards its name. The hope of this reward is a wholesome stimulus to industry and self-denial, and is yearly sending to the college many of its strongest and most hopeful students. This mode of making appointments meets with almost universal favor. In a very few instances there is a disposition to use scholarship appointments as a means of patronage, and in such cases the recommendations coming from the college are not regarded with favor.

Scholarships.—The new system of scholarships, which reduces their value to one hundred dollars each and the student's actual railroad fare to Nashville and return, has now been fairly tested, and may safely be pronounced satisfactory in all respects. The smaller sum is sufficient to bring the school within the reach of students whose resources are limited, puts a little heavier tax on individual effort, and gives the school a stronger and more devoted body of students. The number of competitors for vacant scholarships is increasing rather than diminishing, and in some instances the pressure on State superintendents for these places is the source of serious embarrassment.

The re-admission of Florida and Mississippi to scholarship privileges has been welcomed with profound satisfaction and gratitude by the citizens of these States. As the State superintendents could not be notified of their respective quotas till after the opening of the

college year, there was necessarily some delay in filling them ; but the students sent were of a superior quality, and in the end will overcome the difficulties arising from their late entrance.

In making the redistribution of scholarships among the States, an element of uncertainty in the calculation of numbers was the students' railroad fare. Results have shown that on the whole this item was underestimated ; but it will appear from a table supplementing this report that the expenditures on scholarship account have been kept well within the stated appropriation, the unexpended margin for the year being \$1010.56.

Winthrop Model School. — In more ways than one this school of observation has justified the wisdom of its organization. A school of children closely connected with an institution where adults are being educated in the art of teaching is a wholesome corrective of errors into which students of a higher grade are likely to fall when they attempt to teach those who are considerably younger than themselves. College students naturally imbibe the methods by which they have been taught, and unconsciously transport them into schools of a lower grade unless they are frequently reminded of the methods which are adapted to children. The school which our students are to reproduce when they enter the public-school service is not the college from which they have been graduated, but in most cases a school of younger pupils, in which different subjects are taught and different methods employed.

The Model School as organized last year consisted of eight grades, covering the primary and grammar departments of the typical public school. The course of study has now been extended so as to include the first and second years of a high-school department ; and beginning with the session of 1894-1895, the present Freshman studies in the college will be discontinued, and all students who are not able to enter the Sophomore class as now organized will be classified in this high-school department of the Model School. At the same time the courses in the college will be extended so as to put an interval of two years, instead of one as now, between the Licentiate and the Bachelor's degrees. While true to its main functions, the Model School will thus serve as a means of raising the grade of the college by relieving it of students not mature enough to undertake college work proper.

The Art School. — Beginning, three years ago, with instruction in drawing and the elements of painting, this department of the college has grown in numbers and in interest till its work has become a marked feature in the general scheme of instruction. In its lower work its aim is to train students capable of giving thorough instruction in drawing, which by common consent has now become a universal study in our better public schools. The aim of its higher work is not to train artists, but to create a taste for the beautiful in art and the ability to appreciate and enjoy the work of artists. The extension of the Model School has displaced the classes in drawing and painting, and more commodious quarters have been fitted up in Lindsley Hall.

Library Exhibit. — One of the most notable and enjoyable events in the history of the college during the last year was the Library Exhibition, consisting of the following departments: The Cataloguing and Classification of Books; Old Books and Book Curiosities; University Records; Art Books and Engravings; Materials used in Binding; Fine Bindings; Author's Manuscript and Proof; the Stitching and Binding of a Book; Model Libraries. The purpose sought, and realized in a large degree, was to interest students in books, and to create a taste for book treasures and some skill in the selection and purchase of books.

The beneficent influence of the Library is being felt more and more, and its growth, as an indispensable agent in the perfecting of the college, is one of the objects nearest my heart.

Public Sentiment. — Through the Model School, the Art School, and the Library, the college has been brought into pleasant and helpful relations with the people of Nashville, and the evidences of a hearty respect for the school as an institution of learning by our foremost citizens are a source of the highest encouragement and a stimulus to better efforts in its behalf. I think it a high and unmistakable compliment to the college that so much of its patronage is local, that its standing is so high in the estimation of those who have the best means of knowing both its excellences and its defects.

Health. — During my entire connection with the college the general good health of its students has been to me a source of profound satisfaction. During this period some deaths have occurred,

but relatively they have been very few. During the past year, out of an attendance of five hundred and sixty, there was not a single death, and only a very few cases of serious illness. This result is to be attributed to the general healthfulness of Nashville, and also to the physical training which our students receive in the Gymnasium. Systematic exercise of this character, under the direction of skilled specialists, is a required element in the course of instruction and a happy offset to the fatigues and dangers of prolonged study. The increase in attendance has now outgrown the narrow accommodations of the Ewing Gymnasium, and I trust the time is near at hand when a new and larger building can be provided.

Improvements. — During the current vacation long-needed improvements have been made in the college building that will bring added happiness and comfort to our students. The college and Lindsley Hall have been supplied with new windows; the chapel has been refrescoed and painted; two seminary rooms have been added to the Library; spacious rooms have been fitted up for art purposes, and the general effect of halls and class-rooms made attractive and pleasing. A place where teachers are being educated cannot be made too good; and I rejoice that with such slender means at its disposal for such purposes the college has been able to do so much to make the memories of student life a joy and an inspiration.

Harmony. — The cordial and helpful relations of the three governing Boards to one another have not only been undisturbed during the past year, but the spirit of co-operation has become more and more manifest. There has been no clash of authority, no division of opinion or of interest, no divergence in respect of policy. With scarcely a dissenting vote, the last General Assembly of Tennessee continued its annual appropriation of fifteen thousand dollars to the college, and all the proceedings of the State Board have been marked by uniform courtesy and liberality. The University Board not only expends its revenues but taxes its credit in behalf of the college, and spares no effort to make buildings and grounds more attractive and comfortable.

Birthday Celebration. — On May 12 the eighty-fourth anniversary of Mr. Winthrop's birthday was celebrated in the chapel by faculty, students, citizens, and visitors. The stage was tastefully

decorated with flowers ; Mr. Winthrop's portrait bore a wreath of roses ; and complimentary addresses were made by Ex-Governor Porter of Tennessee, Governor Northen of Georgia, Hon. J. L. M. Curry of Washington, Hon. John G. Harris, Superintendent of Public Instruction of Alabama, Hon. F. M. Smith, Superintendent of Public Instruction of Tennessee, Rev. Dr. Witherspoon of Nashville, and Dr. Hume of the University of North Carolina. The services were simple and impressive, and both the day and the occasion will long be remembered by those who came to do honor to Mr. Winthrop.

Progress in Education.—Rapid progress is being made throughout the South in the maintenance of public schools, and a rising tide of popular sentiment is daily gaining strength in their support. The quality of the instruction given is steadily rising as the influence of Normal Schools and Institutes is becoming effective. The State school systems are managed by men who are thoroughly devoted to the cause of popular education, and with the resources at their command their achievements are almost heroic.

The most pressing problem is the professional education of teachers, and the attention of public-school men is now directed to the organization of Normal Schools and Teachers' Institutes. The Institute being an extension of the Normal School, it is the only agent that can affect the great mass of those who teach in the public schools, and its management has therefore become a matter of the first importance. I have quite recently made a professional visit to Mississippi ; and the Institute system of that State, as administered by State Superintendent Preston, seems to me the typical one. At Oxford there was a two weeks' session of an Institute for the training of county Institute instructors. These men were taught by a specialist, Dr. Greenwood, of Kansas City ; and after their training was over they went two by two into the counties of the State and conducted Institutes in accordance with the ideas and methods which they had been taught at Oxford.

This item of current history seems to me worthy of special note, because it indicates the new spirit which is now fostering the public school in the South.

The Future.—I think it may be anticipated that my next report will show some falling off in the membership of the college, result-

ing from the financial stress from which the country is suffering, and from the fact, already stated, that a higher standard of admission has been adopted ; but it may also be expected that when our wonted prosperity returns, the higher standing of the college will invite a superior class of students, and in numbers perhaps more than sufficient to offset the losses which I have anticipated.

Ever grateful for your numberless courtesies and good offices,
I am, most respectfully,

W. H. PAYNE,
President.

WINTHROP NORMAL COLLEGE.

COLUMBIA, S. C., September 14, 1893.

HON. ROBERT C. WINTHROP:

DEAR SIR,— It occurred to me that it would not be out of place, just before the opening of the eighth session of the Winthrop Normal College, to give you, the President of the Peabody Board, a few facts concerning the institution which owes its life to your Board, and which now receives generous support from it.

The college closed its seventh session June 16th last. In its seven years of existence it has sent out one hundred and fifty-seven trained teachers, who are teaching successfully in this and other States. The graduates are in demand, and readily secure good positions to teach.

Our enrolment last session was the largest in the history of the school,— every county in the State being represented. The institution is strictly professional, and we are strict in our admission requirements. Of the sixty-six students admitted last year, eighteen were graduates of colleges or high schools, forty-eight had attended such institutions, and twenty-nine had taught school. The average age of the class was twenty years.

These facts explain the earnestness of the students, and their conscientious devotion to duty. They come to the college with a settled purpose, and strive to realize it.

A reading-room, supplied with the newspapers of the State, leading educational journals, and select magazines, was established in the college last session.

The college library contains a large number of valuable books, and continues to grow, chiefly through donations of books and money from yourself.

During last session the course of study was extended from one to two years, thus increasing the scope and thoroughness of the instruction and training given. It has also enabled us among other things to provide more time for the important subject of manual training, which is being so generally introduced into the schools of the land, and a knowledge of which the progressive teacher is therefore expected to have. In addition to industrial drawing, designing, paper-folding, and cutting, and moulding in clay, instruction in sewing has been begun upon a basis which has proved successful in many leading schools of the country. As soon as possible it is expected to provide for the teaching of cooking.

A large and comfortable boarding-house for the exclusive accommodation of the students is under control of the college.

The Practice Department, where student-teachers observe expert teaching and are given practice in teaching children in different grades of school-work, has been improved. There were enrolled in it last session ninety children.

The Alumnæ Association meets once a year, and is in a flourishing condition. It is an important factor in the dissemination of a knowledge of the advantages of the college and in promoting its growth. The next session will open September 27th, and the outlook for attendance and for still broader and better work is bright.

The Legislature last winter added \$2,000 to the usual State appropriation for the school, and we have thus been able to increase our teaching force, and to enlarge materially our facilities for teaching for the coming year.

The growth of the college in the seven years of its existence has been very gratifying. In 1886, through financial aid from the Peabody Board, we organized it without any State recognition, with a Faculty of only two members, a few students from three counties, and with but one schoolroom. It has now developed into a full State institution, with a Board of Control elected by the Legislature, and with a Faculty of seven members, a student body composed of representatives from every county in the State, and with two large

and conveniently arranged buildings for the work. The growth of public sentiment in favor of trained teachers, in the mean time, has been very marked. The demand that teachers shall be professionally trained for their work is very general in this State now.

In adopting the Winthrop Normal College as a full State institution, the Legislature provided for the carrying on of industrial training in connection with normal training. It was provided that this enlarged institution should be located in the place in the State making the best offer for it, and offering the most advantages for its location. After a most spirited contest between four of the leading communities, the young and progressive city of Rock Hill carried off the prize. Its offer was \$60,700 in money and \$28,062 in a thirty-acre site, and in brick and building material. The site is beautifully located on high ground in the city limits, and could hardly be improved upon.

Rock Hill is situated in the upper part of South Carolina, near the foot-hills of the Blue Ridge mountains, and has fine water, a healthful climate, and, on account of its railroad connections, is easy of access from all parts of the State. The people are energetic and public-spirited, and are noted for the way in which they work together for the success of all their public enterprises. With all of its natural advantages of climate, water, and geographical position, and with the fine public spirit and sentiment of its citizens, and with this great State educational institution for girls located within its borders, it is destined to become a most important city of this commonwealth.

An architect has been elected; and the plans for a great main building to contain some forty rooms exclusively for school work, none of them for dormitories, are being matured. The making of brick, quarrying of stone, and preparations for the laying of the foundations are all being pushed forward at Rock Hill.

The present outlook is that the buildings will be ready for the removal of the institution to Rock Hill in the fall of 1894.

The Act adopting the Winthrop Normal College as a State institution, and creating the full Normal and Industrial College, while making ample provision for the teaching of the industrial arts, emphasizes the training of teachers; and the Board of Trustees feel that there is no work more important than the preparation of skilled

instructors for the common schools of the State, in which over two hundred thousand of the State's children are being educated at an annual public expense of nearly five hundred thousand dollars.

Teaching is the highest "industry," and offers the broadest field of work for woman in this section of the country; and teacher-training will of necessity, therefore, be the dominant idea in the new institution, and it will thus conform to the purpose of the Peabody Fund as determined by the Peabody Board.

I believe that the institution as outlined and provided for by Act of the Legislature has a great future before it.

Very truly,

D. B. JOHNSON,
President.





